

Helpful Hints:

- ❑ Arrive early and have all materials ready before the session begins. This includes handouts, audio & visual aids, tools, etc.
- ❑ Don't apologize for your presentation!
- ❑ Use "I" statements to show that you believe in the course and its content.
- ❑ Use open-ended questions.
- ❑ Make sure the environment is appropriate for the content being covered.
- ❑ Be careful not to spend too much time reading straight from your materials, Power-Point, etc.



Key Principles to Remember:

- ✓ **Maintain self-esteem**
- ✓ **Enhance self-esteem**
- ✓ **Listen & respond with empathy**
- ✓ **Ask for help & encourage involvement**



STAR Feedback

Dimensions of Facilitation:

Facilitation of Learning
Communicating with Impact
Formal Presentation
Coaching
Technical Knowledge

Key Principles

Helpful Hints

STAR Feedback

Positive feedback tells learners what they are doing well.



Developmental feedback helps learners identify developmental areas and ways they might improve.

Situation/Task

Provides the context for the person's actions and helps explain their importance.

Action

Details of what the person said or did to handle the S/T.

Result

What was changed, for better or worse, by the person's actions. Describes in detail the impact or consequences of the Action.

Alternative Action

Something the learner could have said or done differently. You might provide an alternative or ask prompting questions to seek from the learner what he or she could have said or done differently.

Alternative Result

The enhanced Result that the Alternative Action might have produced.

Example of a Positive STAR:

"Joe, during the skill builder exercise (S/T), you responded to Mary's frustration by saying "I can see you were frustrated with the lack of productivity in the meeting." By recognizing her feeling and what was actually causing Mary to feel that way (A), you helped to defuse her emotions and kept her focused (R)."

Example of a Developmental STAR:

"Ken, while you were explaining the new budgeting process at our meeting this morning, the team was asking a lot of questions (S/T). You told them that if they would just keep quiet and let you finish, it would make sense to them (A). This shut the team down and affected the remainder of the meeting (R). A better approach might have been to acknowledge that the new process does have a difficult application and that you would do your best to explain it to them (A/A). This approach would have encouraged them to keep trying to understand the new process (A/R)."



Facilitation Skills Reference Guide

Facilitation of Learning—

Creating an environment that fosters learning; using appropriate interpersonal styles & techniques to facilitate and gain commitment.

Use Key Principles

Maintain Self-Esteem: Some examples include: “It takes a few tries to get comfortable giving feedback” or “Keep working on it. You’re really improving.”

Enhance Self-Esteem: Be sincere and specific—tell the person *what* he or she did and *why* it was effective.

Listen & Respond with Empathy
Ask for Help & Encourage Involvement

Use process skills: Check for understanding & make procedural suggestions to ensure all learners have the same understanding of important information and agreements and that the discussion stays on track and moves forward.

Champion the Course or Components

Think about why you find the concept or activity to be rewarding, challenging or motivating: (“I particularly like this exercise because...”)

Explain the purpose of the course or its components and the benefit of using them in the workplace.

Provide clear directions for learning activities and exercises

Communicating with Impact—Clearly conveying information and ideas in a manner that engages the audience and helps them understand and retain the message.

Engage the audience

Avoid inappropriate humor and language. Some types of humor are inappropriate for a learning environment. Test your ideas and get opinions before using jokes or other attempts at humor in the workshop.

Provide examples & analogies

Identify someone whom you think uses effective examples & analogies. How does this person incorporate them into presentation?

Use nonverbal communication

Consider eye contact. Developing a personal connection is a vital part of being accepted by your learners. Making eye contact lets learners know they can trust you and keeps your bond intact.

Balance your movement. Too much or too little movement can be distracting. If you pace, you might seem nervous or unprepared. The same can be said for a facilitator who doesn’t walk around the room.

Speak clearly & confidently

Use your voice as a tool for gaining and sustaining your learners’ interest. Try raising and lowering your voice to match the message you’re sending and to grab learners’ attention. Monotony is a sure way to put people to sleep.

Consider the words you choose:
Avoid: weak words like *maybe*, *hopefully*, *try*
Do: use strong words like *will* or *do*

Avoid: minimizing or qualifying what you say
Do: make clear, confident statements

Avoid: imprecise words like *usually* or *frequently*
Do: use exact terms and clarify your points

Avoid: repetitive phrases like *you know*, *OK*, *ummm*, *ahhh*
Do: concentrate on varying your words. If you need time to think, just pause.

Formal Presentation—Presenting ideas effectively when given time to prepare; delivering presentations suited to the characteristics and needs of the audience.

Present an agenda of the course

Use visual aids. Posting key points on a flip chart or Power-Point can be a helpful reference for visual learners.

Make transitions to help learners understand where they are on the agenda

Summarize key learning points

Avoid jumping from topic to topic. If you don’t summarize one topic before moving to another, you could confuse your audience

Ask the learners to summarize the course or its components. Use open-ended questions to help you gain their commitment.

Deliver content in a logical sequence

Tel ‘em what you’re gonna tell ‘em. Tell ‘em. Then tell ‘em what you told ‘em.

Manage time effectively

Balancing discussion time with content review is a challenge. Consider different options for conducting discussions, activities and debriefs, like dividing into pairs or whole group participation.

Start and finish on time. Arrive at the session early and begin on time to ensure you can cover the material at a comfortable pace.

Use learning aids

Check your equipment (projectors, monitors, DVD players, electrical cords); always have backups.

Coaching—Providing timely guidance and feedback to help others strengthen specific skills.

Provide guidance to learners

Ask open-ended questions to determine needs (“How can I help you?”)

Before your session, complete the exercises on your own so you’ll be prepared to offer suggestions to learners.

Use STARS to provide positive & developmental feedback.

Praise only the behaviors you sincerely believe were effective.

Provide positive STARS that reinforce effective behavior.

Provide developmental STAR/ARs that seek or provide alternative behaviors

Begin and end feedback with a positive statement.

Technical Knowledge—Demonstrating a satisfactory level of technical skill or knowledge in a course or in its concepts, job aids, tools or activities.

Content knowledge

Memorize key concepts & acronyms of the course

Review job aids

Complete all exercises and planners as a participant

Learning method knowledge

Outline the process of your course content. What do you do 1st, 2nd, etc.? Try closing your eyes to see how well you can explain the content without looking at the facilitator guide.

Organization/Industry knowledge

Understand any standard work instructions or documents that pertain to the course.

Always learning & improving

Take responsibility for results

Be a mentor & a role model

Help our team members & communities be their best

